

Title of Course: Graphic Design 2-3	
Course Author(s): Nicole Mortham	Schools where the course will be taught: Redwood HS, Tamalpais HS, Drake HS
Length of Course: 1 year	Subject Area and Discipline: Visual Arts, Graphic design
Grade Levels: 9-12th	Is this course an integrated course? No
Is this course being submitted for possible UC honors designation? No	Are you seeking UC approval? If so, in what area (A-G)? Yes (F)
Prerequisites (required or recommended): Graphic Design 1	Co-requisites (required or recommended):
Check all that apply: <ul style="list-style-type: none"> <input type="checkbox"/> UC A-G course <input type="checkbox"/> Graduation Requirement <input type="checkbox"/> Elective <input type="checkbox"/> Honors/AP <input type="checkbox"/> ROP 	

Introduction

Course Overview:

Graphic Design 2-3 are one semester elective courses (a two semester sequence) that builds on the foundation from Graphic Design 1 to enable students to expand their experience in two dimensional design. Students will learn experimental printing techniques such as monotype, stenciling, and block printing, while also learning how to create computer based design using programs like Adobe Creative Suite. An emphasis will be placed on exploring various solutions to two-dimensional design issues and how to utilize the elements and principles of design to guide artists in their decision making. Students will learn the history and significance of design with assignments allowing for inquiries into social, cultural, historical, and political topics. Students will learn to communicate their own ideas as a graphic artist, as well as solve visual communication problems for client based commercial work, advertising, marketing, and at the advanced levels, user interface. This will require students to creatively work within common design constraints to conceive, plan, and execute designs that develop their visual communication skills. As access to digital tools and software advances, this course will reflect exciting new opportunities in digital media and help students discover career possibilities.

Stage 1 Desired Results

Unit 1: Branding + Packaging Design

ESTABLISHED LEARNING GOALS

Anchor Standard #1.
Generate and conceptualize artistic ideas and work.

Anchor Standard #2.
Organize and develop artistic ideas and work.

Anchor Standard #3.
Refine and complete artistic work.

Anchor Standard #4.
Select, analyze and interpret artistic work for presentation.

Anchor Standard #5.
Develop and refine artistic techniques and work for presentation.

Anchor Standard #10.
Synthesize and relate knowledge and personal experiences to make art.

Transfer

Students will be able to independently use their learning to...

- Collaborate with a client to help develop the brand personality, target audience, and identify the functional/emotional benefits of a brand.
- Create a brand identity (logo, typography, color, imagery) for a product, including packaging design and a targeted ad.

Meaning Making

UNDERSTANDINGS

Students will understand that...

A brand isn't just a logo, but shares the values and personality of a company or business.

Design isn't decoration, but the means of communicating, informing, and/or persuading.

Working for a client poses challenges that require them to build their soft skills - being diplomatic, receiving feedback, and presenting their ideas.

Designers must understand who their target audience is and how to market to them.

ESSENTIAL QUESTIONS

1. What role does communication play when working for a client?
2. How is graphic design different than art?
3. How is a brand like a personality?
4. How is meaning created or enhanced with color choice?
5. How does collaboration expand the creative process?
6. How do artists and designers determine whether a particular direction in their work is effective?

Acquisition

<i>Students will know...</i>	<i>Students will be skilled at...</i>
A brand is not just a logo.	Mind mapping and developing their ideas into a brand story
Communication is crucial to understand a client's needs, design something appropriate, and gain referrals.	Communicating with their client effectively and professionally
Revision and feedback are key to developing a design.	Developing a logo, packaging, and a targeted advertisement that is based on design principles, including balance, unity, hierarchy, space, and contrast.
Illustrator and Photoshop are tools to create a design, but just knowing the tools doesn't make them a designer.	Identifying the use of design principles to evaluate the success of a design.
How to use color to communicate the personality of a brand.	Using Adobe Illustrator and Photoshop as tools to implement their ideas into a functional product.
How to use design principles and theories to create a cohesive, unified, and successful logo.	

5-10 sentence summary of key learning in this unit.

In this unit, design students will develop a better understanding of how art and design are different. Working for a client to help build a brand identity will require frequent and clear communication and collaboration. Designers will begin with a team meeting to understand the goals of their partner's company (an engineering student who produced a product on a 3D printer) and who the target audience is. Designers will take that information and develop a mind map, mood board, and make decisions about typography, imagery, colors, and design a logo for the brand. These designs will be implemented in packaging design created for the product. Students will tap into prior knowledge about what makes a successful logo, including Gestalt theories, color psychology, and typography knowledge in order to be successful. They will participate in several team meetings, verbal and written critiques with their fellow designers, and assess themselves in a written reflection. Students will present their brand story to their client for approval.

Stage 2 - Evidence

<p>Learning Goals Measured: <i>*can be referenced by number</i></p> <p>(10.1) Develop a brand identity through research, inquiry and collaboration.</p> <p>(2.1/3.1) Create and revise a logo to reflect the brand identity while utilizing design principles.</p> <p>(3.1) Use elements and principles of design to evaluate the success of a logo.</p> <p>(4.1) Curate a presentation of the brand story for client's approval.</p>	<p>Success Criteria (e.g.. Learning progression, rubric, proficiency scale, etc.) Rubric https://docs.google.com/document/d/1nqyKL-avMRMtRK9dC8uVYi4WAVBQ9Q5X5Sk56ch56oc/edit?usp=sharing</p> <p>Sample Assessment (e.g. Performance tasks, anchor of student work, common assessment etc.) Group worksheet: https://docs.google.com/document/d/1_WC03wMB5dCb8w27wdN6hONBvPkASC5FCsS0JQfsosQ/edit?usp=sharing</p> <p>Mind Map/Branding steps : https://docs.google.com/document/d/1WttA8t9HAU1151vokeLhTWgiEV42mDi0yRKAj2PHf8E/edit?usp=sharing</p> <p>Group critique activity: https://docs.google.com/document/d/1Yqzd3q3xg6ErQq5EuRP1RM_Tu3dXp-XDZo-EvzOyfhQ/edit?usp=sharing</p>
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Stage 3 – Learning Plan

<p>Learning Goals Addressed: <i>*can be referenced by number</i></p> <p>(10.1) Develop a brand identity through research, inquiry and collaboration.</p> <p>(2.1/3.1) Create and revise a logo to reflect the brand identity while utilizing design principles..</p>	<p>Sample Assignment: Logo Design A brief summary of one assignment that explains what a student produces, how the student completes the assignment, and what the student learns. Make connections to unit learning goals (2-4 sentences).</p> <p>Step 1: Sketch Designers will create a logo for their partner's company to help them sell their product to a specific target audience. After collecting information about the company and collaborating with their partner to find out the brands values and benefits, the designer will sketch 20 or more designs. They will be asked to show at least 5 that incorporates a shape in the design, 4 that focus on unity, 3 that experiment with positive and negative space, 2 that create visual movement, and 1 that uses repetition/rhythm in the design.</p>
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(3.1) Use elements and principles of design to evaluate the success of a logo.

(4.1) Curate a presentation of the brand story for client's approval.

Step 2: small group critique (3-4 designers)

Designers will bring their sketches to a group critique for feedback. Once in their groups, they rotate their sketchbooks and answer questions about what's working, what's not, why, ask questions about decisions the designer made, and share suggestions.

Step 3: Final Draft by hand

Designers discuss the feedback they received and identify 3 alterations they think should enhance their design. They revise their most successful logo and create their final design by hand for a class critique.

Step 4: Class Critique

Designers share their logo with the class. The class hypothesizes who the target audience is, what values the logo is conveying, and what the product might be. This allows the designer to see if their logo is aligned with the goals. The critique is also a time for feedback on the aesthetics of the logo (font, spacing, color, line quality, etc) and students identify if the logo is successful (simple, memorable, 1-3 colors, etc)

Step 5: Final Draft - Illustrator

Designers identify 3 pieces of feedback they received in critique to improve their design. Final drafts are created in Adobe Illustrator, and critiqued once more in small groups.

Step 6: Self Reflection/Self Evaluation on Rubric

Differentiated Approaches: Include descriptions of how to meet the needs of diverse learners in the context of the sample assignment above (2-3 examples recommended).

1. Differentiating content - I will present instruction/resources verbally and visually. Students will be provided with a variety of videos, images, and step by step instructions that will be available printed in class, digitally on google classroom, and displayed in the room.

2. Differentiating curriculum - In this unit, students exceeding expectations can also create a billboard ad and/or a record a commercial to help express the brand of the company. This will encourage students with high ability to capture greater levels of complexity in their interpretation of the brand story.

3. Differentiating Product - Students may provide varying means through which to express what they have learned. In this unit, students can successfully collaborate and provide feedback to their peers in either a written or verbal critique. Students can also complete their self reflection written or verbally. Students who require more support to complete written critiques and reflections will be provided a handout with a word bank and sentence starters to help them complete the assignment.

Instructional Materials:

<ul style="list-style-type: none"> ● Branding VS Identity VS Logos https://www.lynda.com/Illustrator-tutorials/Branding-vs-identity-vs-logo/378051/434172-4.html?srchtrk=index%3a1%0alinktypeid%3a2%0aq%3abranding+package+design%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2 ● What is a brand? https://www.lynda.com/Enterprise-Marketing-tutorials/What-brand/171053/372366-4.html ● Exploring effective brand identities https://www.lynda.com/Illustrator-tutorials/Exploring-effective-brand-identities/378051/434173-4.html?srchtrk=index%3a1%0alinktypeid%3a2%0aq%3abranding+package+design%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2 ● Brand Identity https://www.crowdspring.com/blog/brand-identity/ ● How to build a brand video https://www.youtube.com/watch?v=Me3MLxGDpXc 	<ul style="list-style-type: none"> ● Package Design Workbook: The Art and Science of Successful Packaging by Steven DuPuis and John Silva (2011) ● Computers with Adobe Illustrator and Photoshop (or equivalent)
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Stage 1 Desired Results

<i>Unit 2: Designers as Activists - infographics + art</i>	
	<i>Transfer</i>

<p>ESTABLISHED LEARNING GOALS</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Respond to a political or social topic with an infographic intended to reach a specific target audience in an attempt to inform and persuade.</p>	
<p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work.</p>	<p><i>Meaning Making</i></p>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Some artists feel a responsibility to reflect the times and try to influence change.</p> <p>People make art for different reasons, and there isn't a right or wrong reason to make art.</p> <p>Artists choose different media when the need to produce multiples is a factor.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Do artists have a responsibility to society?</p> <p>Why is art created?</p> <p>What can artwork tell us about a culture or society?</p> <p>Why do artists choose particular tools, techniques, and materials to express their ideas?</p>
	<p><i>Acquisition</i></p>	
	<p><i>Students will know...</i></p> <p>Artists produce work to persuade, inspire, protest, and influence current issues.</p> <p>Including too much information or having a disorganized layout will deter viewers.</p> <p>Colors have meaning and associations that are important to consider when selecting them for a design</p> <p>How to make and break grids (hierarchical, modular, column, etc) to</p>	<p><i>Students will be skilled at...</i></p> <p>Creating visual hierarchy</p> <p>Designing a set of icons that are visually cohesive</p> <p>Writing a hook that will entice a viewer</p> <p>Researching a topic of social or political interest and identifying credible sources</p>

organize information and find a balance between positive and negative space.

Choose colors and fonts that are appropriate for their topic and target audience

Use whitespace to create balance in their layout

5-10 sentence summary of key learning in this unit.

Students will explore the work of artists who are motivated by a political/social issue, including but not limited to Barbara Kruger, Corita Kent, Dignidad Rebelde, and Lisa Congdon. Students will view work, watch interviews, read and respond to articles, and create mini projects inspired by their work. A mini project could be based on Barbara Kruger's collaboration piece to get students questioning their world and looking critically at how the world works (other artists to consider for exploration are included in instructional materials). Students will then choose a political or social issue important to them and conduct research on the topic. Students will use this information to create an infographic that can inform, persuade, and educate a viewer. Emphasis will be placed on identifying a target audience, choosing content, developing a wireframe, and creating a hook that will interest viewers to read their infographic. Students will print their infographic 18"x24" and choose a site specific location to display their work to help them reach their target audience.

Stage 2 - Evidence

Learning Goals Measured:
**can be referenced by number*
VA:Cr1.1.IIIa
Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

VA:Cr2.1.IIIa
Experiment, plan, and make works of art and design that explore personally meaningful theme, idea, or concept.

Success Criteria (e.g. Learning progression, rubric, proficiency scale, etc.)

<https://docs.google.com/document/d/15x-Ajd9pd3-qLA5RCy0iXL1s-uxhjd-inS53SN-Kt5g/edit?usp=sharing>

Sample Assessment (e.g. Performance tasks, anchor of student work, common assessment etc.)

Exploring essential questions:
<https://docs.google.com/document/d/19gdrdIA9N3R2-aCK6PkpQ6jJD0drtBIuyJCjr47T1hI/edit?usp=sharing>

Barbara Kruger video notes + Question Everything mini project:
<https://docs.google.com/document/d/1l-IXw3pdNb3v7eL6rhFwDfpditArf1upCz4cj86m1JI/edit?usp=sharing>

VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

VA:Cr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Infographic research:

<https://docs.google.com/document/d/1jXZjsvt96Ma101gUdjd11IzsPe9hR5IxZmVcMmoAeg/edit?usp=sharing>

Infographic steps:

<https://docs.google.com/document/d/1sUnjvFLKUzRA02Q0tb5QTT8st2L7snnvkJojdCyvg34/edit?usp=sharing>

Stage 3 – Learning Plan

Learning Goals Addressed:
**can be referenced by number*

VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in

Sample Assignment: A brief summary of one assignment that explains what a student produces, how the student completes the assignment, and what the student learns. Make connections to unit learning goals (2-4 sentences).

Infographic critique:

https://docs.google.com/document/d/1M3RdtjHJ_w2H0zvsGkkPC1YHK7qsPD0e88Gsxx6Lh_Y/edit?usp=sharing

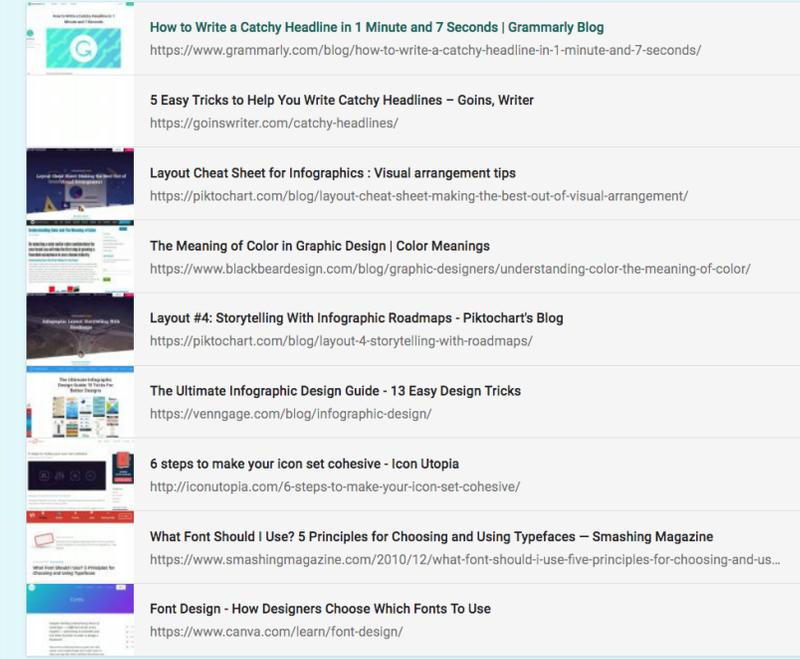
After designers have completed the first draft of their infographic, they will get in groups of 3 to provide feedback to 2 other designers. Key elements in their design will be critiqued, both for content (catchy

response to personal artistic vision.

headline, information written with a clear direction and purpose) and the visual design (layout, color, space, font, etc). Students will be assessed both on the quality of the feedback they provide, and how they implement the feedback they receive. When they receive feedback, designers will select one area of their design they feel needs the most improvement: title, content, layout, color, font, space, or visual hierarchy. They will then read 2 articles provided on google classroom to help develop the specific skill they are struggling with, and revise their design.

These resources can help you:

- write a catchy title
- choose appropriate colors
- design a stronger layout
- make your icons look cohesive
- choose appropriate fonts



	How to Write a Catchy Headline in 1 Minute and 7 Seconds Grammarly Blog https://www.grammarly.com/blog/how-to-write-a-catchy-headline-in-1-minute-and-7-seconds/
	5 Easy Tricks to Help You Write Catchy Headlines – Goins, Writer https://goinswriter.com/catchy-headlines/
	Layout Cheat Sheet for Infographics : Visual arrangement tips https://piktochart.com/blog/layout-cheat-sheet-making-the-best-out-of-visual-arrangement/
	The Meaning of Color in Graphic Design Color Meanings https://www.blackbeardesign.com/blog/graphic-designers/understanding-color-the-meaning-of-color/
	Layout #4: Storytelling With Infographic Roadmaps - Piktochart's Blog https://piktochart.com/blog/layout-4-storytelling-with-roadmaps/
	The Ultimate Infographic Design Guide - 13 Easy Design Tricks https://venngage.com/blog/infographic-design/
	6 steps to make your icon set cohesive - Icon Utopia http://iconutopia.com/6-steps-to-make-your-icon-set-cohesive/
	What Font Should I Use? 5 Principles for Choosing and Using Typefaces – Smashing Magazine https://www.smashingmagazine.com/2010/12/what-font-should-i-use-five-principles-for-choosing-and-us...
	Font Design - How Designers Choose Which Fonts To Use https://www.canva.com/learn/font-design/

Differentiated Approaches: Include descriptions of how to meet the needs of diverse learners in the context of the sample assignment above (2-3 examples recommended).

1. Differentiating content - Designers will be able to select their area of focus for research and revision, depending on their individual needs and areas of growth.

2. Differentiating process - Designers will be grouped in critiques based on their strengths and topic knowledge. Each designer will either be masters of content/title, color/font, or layout, and will provide their group with

feedback and any additional support to be successful in their area of mastery.

Instructional Materials:

<ul style="list-style-type: none"> ● Some of the many alternative artists who are motivated by political and social issues that mini projects can be developed around → https://www.theartstory.org/artists/political-artists/ https://mashable.com/2016/09/24/public-art-social-good/ Art and Politics - A Small History of Art for Social Change Since 1945 by Claudia Mesch (2013) ● Computers with Adobe Illustrator and Photoshop (or equivalent) ● Large format printer (or funds to print elsewhere) 	<ul style="list-style-type: none"> ● How to write a catchy headline: https://www.grammarly.com/blog/how-to-write-a-catchy-headline-in-1-minute-and-7-seconds/ ● Layout resource: https://piktochart.com/blog/layout-cheat-sheet-making-the-best-out-of-visual-arrangement/ ● The meaning of color https://www.blackbeardesign.com/blog/graphic-designers/understanding-color-the-meaning-of-color/ ● How to make cohesive icon sets https://iconutopia.com/6-steps-to-make-your-icon-set-cohesive/ ● Choosing fonts https://www.canva.com/learn/font-design/
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Stage 1 Desired Results

Unit 3: Printmaking series on a chosen theme

ESTABLISHED LEARNING GOALS (e.g. standards at the local, state and/or national level)

Transfer

Students will be able to independently use their learning to... Create a series of works that investigates meaning relevant to a current

<p><i>*can be referenced by number</i></p>	<p>theme or idea, evolves over time, and highlights one element of art and one principle of design throughout the series.</p>	
<p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p>	<p>Meaning Making</p>	
<p>Anchor Standard #2. Organize and develop artistic ideas and work.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Artists use themes to spark ideas, ask/answer questions, explore a problem, and tell stories.</p> <p>Artists create art for a lot of different reasons that arise from a wide range of inspiration. Their work is often a reflection of who they are, their experiences, where they live, and when.</p> <p>The elements and principles can enhance the quality and composition of their work.</p> <p>As ideas, perspectives, and knowledge evolves, so does an artist's artwork.</p>	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What do you value? 2. What inspires artists' to make art? 3. Why are the art elements and design principles important to printmaking? 4. How do artists make a series of work that looks cohesive but also evolves?
<p>Anchor Standard #3. Refine and complete artistic work.</p>	<p>Acquisition</p>	
<p>Anchor Standard #4. Select, analyze and interpret artistic work for presentation.</p>		
<p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation.</p>		
<p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p>		
<p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p>	<p><i>Students will know...</i></p> <p>How to manipulate and utilize the elements and principles of art in their work.</p> <p>How to printmake in a variety of materials and processes.</p> <p>How a theme can direct a series of work.</p>	<p><i>Students will be skilled at...</i></p> <p>Integrating the elements of art and principles of design in their work.</p> <p>Printmaking processes, transfer techniques, color mixing and layering.</p>
<p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p>		

Why artists are inspired by various themes.	Planning and creating original artwork that incorporates contemporary art making approaches and visually communicates a theme or idea from contemporary life.
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5-10 sentence summary of key learning in this unit.

Designers will be exploring themes in contemporary art to inspire this series. We will look at artists such as those who explore topics on ritual, loss, identity, time, systems, balance, etc. Designers will be asked to consider themes that are descriptive, abstract, and explore essential questions, and then choose one to focus on for their series. They will produce a series of 6 or more works that can include any combination of block printing, monotype, etching, or other printing processes depending on their goals. Each designer will choose one element and one principle to guide their 6 designs - for instance, they may choose to explore a series on the topic of "What gives something value?" and focus on line as their element of art and emphasis as their principle of design. Designers will participate in activities to learn new media, such as monotype, etching, and linocut. Demonstrations and critiques will happen throughout the unit.

Stage 2 - Evidence

<p>Learning Goals Measured: <i>*can be referenced by number</i> VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan making works of art and design based on a theme, idea, or concept.</p>	<p>Success Criteria (e.g. Learning progression, rubric, proficiency scale, etc.)</p> <p>Rubric: https://docs.google.com/document/d/1GDShtZx9Dfuob8YSA9Y_F_EKJLafbqgDtUfE0izTYc/edit?usp=sharing</p>
	<p>Sample Assessment (e.g. Performance tasks, anchor of student work, common assessment etc.)</p> <p>Article Response: https://docs.google.com/document/d/1SCVzfi92TKSkxIH3Ww9a_FEmexhF8CsA0bBTjfWuJQg/edit?usp=sharing</p> <p>Theme worksheet:</p>

VA:Cr2.1.IIIa
Experiment, plan, and make works of art and design that explore personally meaningful theme, idea, or concept.

https://docs.google.com/document/d/1EuRjvgR8xVmKu0rmVspt1JRCqG4C_WmRpTvsF4O-5EQ/edit?usp=sharing

Printmaking series reflection:
https://docs.google.com/document/d/1rHnYd87Kzvk0XKT0cArqWX0XS833_OrGb9Onf_P0AmE/edit?usp=sharing

VA:Cn10.1.IIIa
Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Stage 3 – Learning Plan

Learning Goals Addressed:
**can be referenced by number*
VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan making works of art and design based on a theme, idea, or concept.

Sample Assignment: A brief summary of one assignment that explains what a student produces, how the student completes the assignment, and what the student learns. Make connections to unit learning goals (2-4 sentences).
Choosing a Theme: First, students will look at theme examples that are descriptive, abstract, and others that explore essential questions in a powerpoint. Students will then be placed in small groups, given a written stack of possible themes, and they will work together to sort example themes into each category (descriptive, abstract, and essential questions). Once students are clear on the different types of themes, they will be looking at an article explaining who different contemporary artists are and why they work, identifying which themes 3 artists have chosen to explore. Lastly, students will brainstorm a series of possible themes for themselves, choosing 3 to explore more closely in brainstorming webs. They will narrow their search to 1 theme to explore for their printing series.

VA:Cr2.1.IIIa
Experiment, plan, and make works of art and design that explore personally meaningful

Differentiated Approaches: Include descriptions of how to meet the needs of diverse learners in the context of the sample assignment above (2-3 examples recommended).

1. Differentiating content - I will provide students with a graphic organizer who struggle with brainstorming a theme. It will remind them of the 3

<p>theme, idea, or concept.</p> <p>VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>	<p>types of themes and provide them with sentence starters to help them find a topic they are interested in exploring.</p> <p>2. Differentiating product - Students with high ability will be asked to capture greater levels of complexity or sophistication in their chosen theme, as well as the level they have integrated the elements and principles in their work.</p>
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Instructional Materials:

<ul style="list-style-type: none"> ● Printing materials (inks, printing plates, linoleum, brayers, paper, carving and etching tools) ● Computers with Adobe Illustrator and Photoshop (or equivalent) ● Large format printer (or funds to print elsewhere) ● Printmakers https://www.ranker.com/list/printmaking-art-work-of-this-form-and-medium/reference ● TedEd early printmaking - history of Gyotaku https://www.ted.com/talks/k_erica_dodge_gyotaku_the_ancient_japanese_art_of_printing_fish?language=en 	<ul style="list-style-type: none"> ● Working in a series https://theabundantartist.com/is-it-art-working-in-series/ ● Focusing on a body of work: https://apcentral.collegeboard.org/courses/resources/approaching-studio-art-sustained-investigation-concentration ● Theme teaching: https://theartofeducation.edu/2013/09/26/develop-theme-based-lessons-for-a-more-authentic-experience/
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Stage 1 Desired Results	
Unit 4: Photoshop - Image Transformations + animations	
ESTABLISHED LEARNING GOALS (e.g. standards at the local, state and/or national level)	Transfer
	<i>Students will be able to independently use their learning to... Transform an image to tell a story with their work</i>

<p><i>*can be referenced by number</i></p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	Meaning Making	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Artists produce work to persuade, inspire, protest, influence, tell a story, convey a feeling, or share some aspect of their identity.</p> <p>Successful design requires careful consideration of design principles.</p> <p>Illustrator and Photoshop are tools to help them tell their stories.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Why is art created?</p> <p>How can we read and understand a work of art?</p> <p>How are art elements and design principles used to organize and express ideas?</p> <p>How do one's experiences influence artwork?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>How to tell a story with their design</p> <p>How to integrate illustrations into photographs</p> <p>How to manipulate enhance, and combine images in photoshop</p> <p>How to compose an image and integrate the principles of design in their work</p>	<p><i>Students will be skilled at...</i></p> <p>Creating meaning in their work</p> <p>Adobe Illustrator and Photoshop tools</p> <p>Utilizing composition strategies and design principles in their designs</p>
<p>5-10 sentence summary of key learning in this unit. Students will start by looking at artists who transform images with photoshop edits and illustrative elements. We will look at artists such as Jeremy Fish, Lucas Levitan, Jean Jullien, and the Brandalism group, including Joe Elan. Students will interpret intent and meaning in their designs, followed by an exploration of interview, videos, websites and articles about the</p>		

different designers. Students will then be learning the basics of photoshop tools through guided instruction, demonstrations, video tutorials, and taking notes through the use of a graphic organizer. Students will then choose 3 mini projects to complete that will require them to utilize the tools they learned to help them become familiar and comfortable with the different tools and their uses. After completing 3 short term projects, students will be asked to “transform an image” that requires them to combine their own photos, illustration, and photoshop skills to create a compelling design. Students can choose to create a piece that is a commentary on a political/social/global issue, illustrate a narrative, transform/invade a space, etc.

Stage 2 - Evidence

<p>Learning Goals Measured: <i>*can be referenced by number</i></p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p>	<p>Success Criteria (e.g.. Learning progression, rubric, proficiency scale, etc.)</p> <p>Rubric: https://docs.google.com/document/d/10-KWg3jLluAqSzygg99X8m5nRpITZMePYlqGU6SHmfw/edit?usp=sharing</p> <p>Learning progression: https://docs.google.com/document/d/138ztMMgZOH3KqBC75LCIFLeH01fvEC4ys2xWUysfGU/edit?usp=sharing</p> <p>Powerpoint with artists, student examples, and directions https://docs.google.com/presentation/d/14lpXa1cur1PcOkIlgTqw1p4ElywsEfOcGPKfjiovdK/edit?usp=sharing</p>
<p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>Sample Assessment (e.g. Performance tasks, anchor of student work, common assessment etc.)</p> <p>Students will choose 3 of projects from these options: https://theartofeducation.edu/lesson-plans/12-days-of-photoshop-free-lesson-plan-download/ https://theartofeducation.edu/2014/12/08/another-12-days-of-photoshop/</p>

Stage 3 – Learning Plan

<p>Learning Goals Addressed:</p>	<p>Sample Assignment: A brief summary of one assignment that explains what a student produces, how the student completes the</p>
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**can be referenced by number*

Anchor Standard #10.
Synthesize and relate knowledge and personal experiences to make art.

assignment, and what the student learns. Make connections to unit learning goals (2-4 sentences).

In this assignment, students will be brainstorming different ideas for a topic they want to explore in their image transformation. To begin, each group of 4-5 students will brainstorm solutions and ideas for one prompt (political issue, narrative, invade a space. etc) and then share out with the class. After understanding the range and possible responses to each topic, students will brainstorm in their sketchbooks and share a list of 10 possible ideas with me.

Differentiated Approaches: Include descriptions of how to meet the needs of diverse learners in the context of the sample assignment above (2-3 examples recommended).

Differentiating Process - Students who struggle to brainstorm a topic will be provided with graphic organizers with sentence starters to help them narrow down their focus. Example:

My Narrative Ideas
Name: _____ 

Exciting or Surprising Memories	Scary Memories
Sad Memories	Angry or Frustrating Memories
Happy Memories	Funny Memories
Other Ideas I have for my narrative:	

Directions: Brainstorm lists of memories from your life that you could use to write

Differentiated Product - Students have the option to draw in Illustrator or draw by hand and scan their design in.

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Instructional Materials:

<p>Photoshop project ideas: https://theartofeducation.edu/lesson-plans/12-days-of-photoshop-free-lesson-plan-download/ https://theartofeducation.edu/2014/12/08/another-12-days-of-photoshop/</p> <p>O Glorious City: A Love Letter to San Francisco by Jeremy Fish (June 6, 2017)</p> <p>Lucas Levitan TedX (Photo Invasion Project) https://www.youtube.com/watch?v=7uP0Re04n3Q&feature=youtu.be</p>	<ul style="list-style-type: none"> • Adobe Illustrator (or equivalent) • Various art supplies (paper, pens, scissors, etc) • http://brandalism.ch/
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Stage 1 Desired Results			
Unit 5: Flag Redesign			
<p>ESTABLISHED LEARNING GOALS (e.g. standards at the local, state and/or national level) <i>*can be referenced by number</i></p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p>	Transfer		
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Create a powerful design with limited elements and colors to create a design that is symbolic and meaningful.</p>		
	Meaning Making		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i> Flags are more than colors and shapes, they are symbolic and convey meaning.</p> <p>Colors play an important role and represent specific values.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS What makes a flag successful?</p> <p>What impact do colors have in design?</p> <p>How can a country's history, geography, culture, and politics be squeezed into one design?</p> </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i> Flags are more than colors and shapes, they are symbolic and convey meaning.</p> <p>Colors play an important role and represent specific values.</p>	<p>ESSENTIAL QUESTIONS What makes a flag successful?</p> <p>What impact do colors have in design?</p> <p>How can a country's history, geography, culture, and politics be squeezed into one design?</p>
	<p>UNDERSTANDINGS <i>Students will understand that...</i> Flags are more than colors and shapes, they are symbolic and convey meaning.</p> <p>Colors play an important role and represent specific values.</p>	<p>ESSENTIAL QUESTIONS What makes a flag successful?</p> <p>What impact do colors have in design?</p> <p>How can a country's history, geography, culture, and politics be squeezed into one design?</p>	
Acquisition			

<p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><i>Students will know...</i></p> <p>Flags should be simple, meaningful, use two or three colors, avoid lettering or seals, and be distinctive.</p> <p>The meaning and significance of colors in flag design</p> <p>How to utilize the principles of design to create a cohesive flag design.</p>	<p><i>Students will be skilled at...</i></p> <p>Converting historically significant events and places into symbolic elements that can be used in a design</p> <p>Sketching a variety of interpretations using the principles of design</p> <p>Creating design in Illustrator</p>
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5-10 sentence summary of key learning in this unit.

Students will learn what makes a flag successful in Roman Mars' Ted Talk and why the San Francisco deserves to be recreated. They will research the history of San Francisco to discover significant events, landmarks, people, and movements that could be integrated into the design of the flag. Students will explore ways of integrating symbolism through design and color to create a potential flag design. Sketches will be critiqued and receive peer feedback. Students will then create their final design using Adobe Illustrator, followed by a presentation of their flag and defend/explain their design choices.

Stage 2 - Evidence

<p>Learning Goals Measured: <i>*can be referenced by number</i></p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p>	<p>Success Criteria (e.g.. Learning progression, rubric, proficiency scale, etc.)</p> <p>Rubric: https://docs.google.com/document/d/1YKT87vK4AEg_4bxVJKxumLHDP6d95SKoE1LELB7ZFq0/edit?usp=sharing</p>
<p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>Sample Assessment (e.g. Performance tasks, anchor of student work, common assessment etc.)</p> <p>Flag Assignment: https://docs.google.com/document/d/10O2yEzS9XfzqUmN9e6r5OPVxyNgf610tysfYgJY7bf8/edit?usp=sharing</p>

Stage 3 – Learning Plan

<p>Learning Goals Addressed: <i>*can be referenced by number</i> Anchor Standard #3. Refine and complete artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p>	<p>Sample Assignment: A brief summary of one assignment that explains what a student produces, how the student completes the assignment, and what the student learns. Make connections to unit learning goals (2-4 sentences).</p> <p>In the final phase of this project, a student recreates their best sketched design in Adobe Illustrator. A student can approach the final design in a couple ways - they can scan their design and convert it to a vector graphic, or they can build their design using shapes while utilizing the pathfinder and shape builder tool. Students complete this assignment by watching in class demonstrations on the necessary tools to build using shapes and how to create strokes and fills with different colors. A student will learn how to implement balance, contrast, and emphasis in a design.</p>
	<p>Differentiated Approaches: Include descriptions of how to meet the needs of diverse learners in the context of the sample assignment above (2-3 examples recommended).</p> <p>Differentiating process- students struggling with Illustrator tools will be able to take in and make sense of content with the support of step by step videos they can watch at their own pace and pause as necessary.</p> <p>Differentiated according to students' interests - students can explore other cities they are more interested in to research and create a flag for.</p>

Instructional Materials:

<p>Suggested textbook(s), materials, equipment and resources</p> <ul style="list-style-type: none"> ● Video: TED - Why city flags may be the worst-designed thing you've never noticed with Roman Mars 	<ul style="list-style-type: none"> ● Adobe Illustrator (or equivalent) ● Various art supplies (paper, pens, scissors, etc)
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<p>https://www.youtube.com/watch?v=pnv5iKB2hl4</p> <ul style="list-style-type: none"> ● The Best and Worst of Official City Flags https://www.citylab.com/design/2011/10/best-and-worst-city-flags/267/ ● American City Flags: 150 Flags from Akron to Yonkers by John M. Purcell (2004) 	
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Stage 1 Desired Results		
Unit 6: Book Cover Design		
<p>ESTABLISHED LEARNING GOALS (e.g. standards at the local, state and/or national level) <i>*can be referenced by number</i></p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>Anchor Standard #5. Develop and refine artistic techniques and</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Create a design that serves as a first impression of what a reader is about to experience.</p>	
	Meaning Making	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The designer is responsible to the author to convey their book so people will want to pick it up and read it. They are also responsible to the reader so they know what they are going to read.</p> <p>Revision and feedback are key to developing a design. How to use design principles and theories to create a cohesive, unified, and successful book cover.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p>How do artists and designers create works of art or design that effectively communicate?</p>

work for presentation.

Anchor Standard #9. Apply criteria to evaluate artistic work.

A designer has to be an interpreter and a translator. Without reading a word, the cover should tell us what type of book it is and the main idea or concept presented in the story.

What role does persistence play in revising, refining, and developing work?

How can the viewer "read" a work of art as text?

Acquisition

Students will know...

How to identify themes, moods, plot points, and symbolic elements in a reading that will be crucial to making a successful cover design.

How to use design principles to inform their decisions.

The importance of visual hierarchy to guide the viewer.

Students will be skilled at...

Interpreting and selecting content from a text to design an appropriate book cover.

Implementing design principles.

Using space effectively and creating visual hierarchy.

Choosing appropriate typography and colors.

5-10 sentence summary of key learning in this unit.

Students will spend the first part of this unit familiarizing themselves with book cover designers and how they work, visual hierarchy and layout, and how to interpret and translate a story to derive information that would be relevant for a book cover. Students will go on a library scavenger hunt to discover how book covers are designed, what works and what doesn't. After taking a closer look at their short story for content and symbolism, students will sketch a variety of ideas, exploring a range that could be created in photoshop or illustrator. Students will participate in group critiques to make sure the colors, images, space and typography reflect their design goals and the content is in line with the story. Students will create a final design of the book cover for a class critique.

Stage 2 - Evidence

<p>Learning Goals Measured: <i>*can be referenced by number</i></p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p>	<p>Success Criteria (e.g.. Learning progression, rubric, proficiency scale, etc.)</p> <p>Rubric: https://docs.google.com/document/d/1YKT87vK4AEg_4bxVJKxumLHDP6d95SKoE1LELB7ZFg0/edit?usp=sharing</p>
<p>Anchor Standard #3. Refine and complete artistic work.</p> <p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation.</p> <p>#8. Interpret intent and meaning in artistic work.</p> <p>#9. Apply criteria to evaluate artistic work.</p>	<p>Sample Assessment (e.g. Performance tasks, anchor of student work, common assessment etc.)</p> <p>Chip Kidd Ted Talk https://docs.google.com/document/d/1TR7u8v26vkYHgety9UAQrgB4HLdliE-3NU0vfCbeB9w/edit?usp=sharing</p> <p>Library Scavenger Hunt https://docs.google.com/document/d/14XkybxAiP0naAW6qxQlu1sxLviY3VL7hebeymXZg7BE/edit?usp=sharing</p> <p>Short story closer look https://docs.google.com/document/d/1sfHHND5DG1afmbgqMG3HA_FP4RZ7mgrrEymBqFsBoWQ/edit?usp=sharing</p> <p>Book Cover planning and sketches https://docs.google.com/document/d/1V0KuKuXBrKbg7dupz5Y0v5lTKtLqzy-WV77wBafLXf8/edit?usp=sharing</p> <p>Group Critique Format https://docs.google.com/document/d/1byqs2JU2DBpq8EPTyuflofMhWCQe9hJWzxxx_lHro9k/edit?usp=sharing</p>

Stage 3 – Learning Plan

<p>Learning Goals Addressed: <i>*can be referenced by number</i></p> <p>#2. Organize and develop artistic ideas and work.</p>	<p>Sample Assignment: A brief summary of one assignment that explains what a student produces, how the student completes the assignment, and what the student learns. Make connections to unit learning goals (2-4 sentences).</p> <p>Book Cover planning and sketches https://docs.google.com/document/d/1V0KuKuXBrKbg7dupz5Y0v5lTKtLqzy-WV77wBafLXf8/edit?usp=sharing</p>
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<p>#8. Interpret intent and meaning in artistic work.</p> <p>#9. Apply criteria to evaluate artistic work.</p>	<p>In this assignment, students will be sharing 10 sketches for their book cover, a final design they have created by hand, as well as an explanation for their design goals, decisions they made about color, image, space and typography, techniques used to create visual hierarchy, and choices they made about color that reflect the themes in the book.</p>
	<p>Differentiated Approaches: Include descriptions of how to meet the needs of diverse learners in the context of the sample assignment above (2-3 examples recommended).</p> <p>Differentiating product and interests - Students can create their book cover using digital media (Photoshop/Illustrator) or analog media (printmaking/illustration).</p> <p>Differentiating content - Students who are struggling to choose elements of their design will be provided additional supports to help them make thoughtful choices. If a student doesn't know which colors to choose, for instance, first they will look at this site to determine the meaning behind colors: https://thewritepractice.com/book-cover-design-color/ and then they will use this site as a resource for finding colors that look good together. https://www.canva.com/colors/color-wheel/ .</p>

Instructional Materials:

<p>Suggested textbook(s), materials, equipment and resources</p> <ul style="list-style-type: none"> ● Go: A Kidd's Guide to Graphic Design by Chip Kidd (2013) ● The art of book design video https://www.youtube.com/watch?v=cC0KxNeLp1E ● What makes a good book cover http://businessofillustration.com/makes-good-book-cover/ ● The art of book covers https://publicdomainreview.org/col lection/the-art-of-book-covers-1820-1914 	<ul style="list-style-type: none"> ● Adobe Illustrator + Photoshop (or equivalent) ● Various art supplies (paper, pens, scissors, etc) ● Book Cover Designs by Matthew Goodman (2016)
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